



Examiners' Report Principal Examiner Feedback Summer 2023

Pearson Edexcel GCE
In Arabic (9AA0)
Paper 3: Listening, reading and writing in Arabic

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Summer 2023

Publications Code 9AA0_03_2306_ER

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Principal Examiner A Level Arabic 9AA0_03

Introduction

Overall, the performance of the students was good, with some excellent work on the essay question. It is clear that centres are preparing students thoroughly for this examination.

Question 1: *Political culture in the Arabian Peninsula.*

Political culture in the Arab World, political conditions in 21st C., political systems in the Arab world.

Some students experienced difficulties with 1i and 1iii this could be due to the need to listen carefully to the information and/or familiarise themselves with the different synonyms of key words.

Question 2: *Exploiting renewable energy in Egypt*

Work and citizenship in the Arab World, responsibility to the environment, government position to alternative energy.

Most students responded well to this question; some were unable to differentiate between 'clean and renewable energy' while others did not quite identify what the power station provides exactly.

Question 3: *The effect of Technology and media in Tunisia*

Changes in Arabic society, Media, Technology and Media).

3a: questions worked very well for most students. Q3aiii asked about the economic negative effect only so listing the personal negative effect too was irrelevant. Students should be trained on reading the question carefully and addressing only its demand without unnecessary additions.

Similarly Q3aiv, only the students who were able to explain how Tunisians benefited from robotic remote surgeries answered correctly. Others who just listed 'via Satellite' without explaining what is conducted remotely gave an incomplete answer.

3bi: this question targets specific information so students should be encouraged to write meaningful sentences with concise clear answers. Most answered the first and third points 3bi correctly.

3bii: Examiners noticed that some students tend to write incomplete sentences or lengthy sentences with too many points which make it difficult to award the mark.

Question 4: *Music and singing in the Iraqi culture*

Artistic culture in the Arab world, Music, Role of music and songs.

4a: many students did not get the two marks; some because they put 'art and creativity as two answers and missed the second reason, others because they considered the idea of 'the Iraqi song being renewed by great poets, composers and singers' as the second right answer.

4b. most candidates got the right answer.

4c, most students got the two answers correctly.

4d, very few students got how singing was described in modern times correctly. Most only gave the description in the past. Students should realise that the question asked about two periods of time.

4e, few candidates gave the right answer inferring the information in the spoken text.

4f, students had to identify what is considered a 'spiritual role' and not to list other irrelevant information such as 'a relief from pain, as it is an expression of states of joy'.

Question 5: *The impact Arabism on Sudan*

Political culture in the Arab world, Arab identity, Political philosophy and beliefs in Arabism.

5a & b: There is a clear improvement in the performance of most students this series. Most were able to differentiate between what is factual and what is an opinion. Some students still struggled with this skill and included facts and opinions which affected their total marks.

Also, some students did not write in full sentences which made their answers unclear.

5c: Many candidates are not competent in responding to the synoptic nature of this question. They tended to write a summary of the main points in the spoken and written texts without giving any conclusion or evaluation of the points of view.

There were some very good examples though which reflected good training from schools and centres.

Accuracy of the language is still an area that needs more training and practice.

Guidance for centres for future sessions

1. Ensure that all students are familiar with the format of the paper and what they need to do in each section and question.
2. In section A, in the objective tasks, it can be a useful exercise to focus students not only on finding the correct answers, but also looking at why the incorrect options are wrong. This encourages a careful reading of the questions and develops metacognition in terms of how the questions work.
3. In section A free response questions teach students about the 'order of elements' rule and apply it during teaching, so that students learn to produce clear and concise answers.

4. In section B teach students to be guided by the number of marks and the space allowed for writing. This can help them give enough detail and avoid indiscriminate lifts.
5. In section C, ensure that students understand the task and give them practice in linking the spoken and written passages.
6. In section C, ensure students are equipped with a good range of topic specific, academic vocabulary to be able to ensure that the written response is correct in terms of register and not overly colloquial in tone.
7. In section C, give students practice in proof-reading their own work and that of others, looking to correct common errors and develop the habit of writing accurately.

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